



## PARC EGLOS SCHOOL POSITIVE BEHAVIOUR POLICY

### (PUPIL DISCIPLINE, ANTI-BULLYING)

Parc Eglos believes that, in order to facilitate teaching and learning, positive and acceptable behaviour must be demonstrated in all aspects of school life. We are committed to promoting the desired behaviour through respectful relationships, self-discipline resulting in high levels of self-esteem. Our aim is to ensure equality and fair treatment for all by praising and rewarding good behaviour and challenging and disciplining inappropriate and unacceptable behaviour. By encouraging and acknowledging good choices in behaviour, children see the benefits of good behaviour.

Our policy is based on the beliefs that:

- Good behaviour is not automatically learned but needs to be taught and supported in partnership with parents.
- Classroom behaviour can change and that we as the adults in school can assist children to manage their behaviour more effectively.

All staff have a high standard of pupil expectation in all aspects of work and aim to raise the levels of pupils' self-esteem through a broad, balanced and differentiated curriculum which is both interesting and relevant. We aim to provide a varied range of teaching and learning styles to suit the needs of pupils and provide an attractive learning environment for them to work in. By providing a safe environment, the teaching of PSHRE throughout the school, gives opportunities to reinforce appropriate behaviour and discuss issues such as bullying, racism and the consequences of inappropriate and unacceptable behaviour, free from disruption, violence, discrimination, bullying and any form of harassment

The purpose of this policy is to;

- maintain levels of positive behaviour
- provide a consistent approach in rewarding good behaviour
- provide a consistent approach in responding to unacceptable behaviour
- ensure that behaviour does not inhibit learning or impede potential.

#### **Encouraging and Maintaining Positive Behaviour**

The Governors and staff of Parc Eglos are committed to providing a learning environment which will support the children in our care. We have very high standards and expectations for all children. The school believes that all students have the capacity, and the right, to reach their full potential. Therefore, this policy and our practices have been developed to ensure that there is an environment within the school that is conducive to learning. This ensures children of all abilities, backgrounds, and needs can achieve their academic, social and emotional potential and be prepared for their future because they feel listened to.

The school's behaviour expectations are guided by our core values;

**Aspirational**  
**Resilient & challenge seeking**  
**Caring & collaborative**  
**Creative & Curious**

Teachers establish consistent levels of acceptable behaviour with the support of other staff, parents, governors and the management team. Positive expectations, praise, reward and recognition are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive

encouragement as means of motivation and they need to be taught to manage their own behaviour. Teacher's recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

We use an assertive approach to behaviour. Staff act as positive role models, co-operating and supporting one another, treating colleagues and pupils with courtesy, consideration and respect. Good behaviour is encouraged through the use of positive and specific praise. Children are praised for the desired behaviour rather than picked out for doing the 'wrong' thing. A strong emphasis is placed on telling the children what you **do** want them to do rather than what you **don't** want them to do. Parc Eglos prides itself on encouraging positive relationships with parents, carers and guardians. We develop relationships with our pupils that enable early intervention and a shared approach which supports the making of good choices.

### **Recognition and Rewards**

It is very important that praise, recognition and reward has a great emphasis. Children will achieve more, be better motivated and behave well, when staff commend and reward their successes.

Praise has a reinforcing and motivational role. It helps a child believe that they are valued. At Parc Eglos praise is delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Each class has a reward system for behaviour, also, the Headteacher's award system encourages good behaviour for learning as well as valuing good choices that benefit all aspects of teaching and learning. Two children per class are chosen each week as pupils of the week sometimes other children are included as special mentions. The children receive achievement certificates and are also mentioned on the school website.

### **Playtime Supervision**

All staff are required to perform supervisory duties including playtime supervision. All staff are fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and supporting children to play and interact positively.

Upon hearing the whistle children stop what they are doing, stand still and remain quiet. The adult on duty will then ask children to line up at which point they will walk to their designated class lines, joining at the back of the line. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'team point.'

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather conditions, duty staff may decide that children do not go outside at break time. In these circumstances, teachers remain responsible for the supervision of their own classes. At lunchtimes the LTS staff supervise children in classrooms.

### **Playground procedures**

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers or teaching assistants supervise children in the corridor. Children are not allowed back into their classrooms during playtimes. Children are not allowed to remain in the building unsupervised.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should only be used on the designated areas in the KS2 playground or on the field at the discretion of the duty teachers.

Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime must be dealt with by the adults on duty, reported to the child's class teacher or a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member staff with first aid training.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff ensure that all children are suitably supervised when moving around the school. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised and rewarded appropriately.

By having clear standards and expectations and positively reinforcing good behaviour, much inappropriate behaviour is avoided.

### **School Rules**

School rules are kept to an essential minimum. They have been developed to be meaningful to children in order to facilitate teaching and learning. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

At Parc Eglos our school rules focus of keeping our school in SHAPE.

We will take actions to keep ourselves and others **Safe**

We take responsibility for making our environment **Happy**

We will join in with learning and be individuals who **Achieve**

We believe that it is always important to be **Polite**

We will tackle all situations and activities with **Enthusiasm**

These rules are displayed in all classrooms and regularly referred to.

### **Consequences**

All behaviour results in a consequence. When responding to unacceptable behaviour choices, pupils learn from experience to expect fair and consistently applied consequences which consider the context in which the choices were made. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. We have an agreed system to deal with unacceptable behaviour. Unacceptable behaviour is deemed to be intentional breaking of the expected behaviours outlined in each classroom and across the school. It is then the class teacher's responsibility to support that child in the development of improved behaviour.

Responses to unacceptable behaviour range from polite reminders to permanent exclusion, and are intended to:

- Enable the child to feel listened to
- Ensure clarity and consistency so children understand the consequence of the behaviour choice they made, they are clear and have ownership of their choices.

- Minimise disruption to others especially during teaching and learning time.
- Provide opportunities for children to be supported to correct their own behaviour, make sensible choices and prevent further escalation.
- Enable early involvement of additional and relevant adults as appropriate.
- Do everything reasonably possible to avoid any form of exclusion from school.

When applying consequences matched to behaviour choices, children are helped to understand why their actions are acceptable or unacceptable.

Through behaviour management we;

1. Create a climate where learning can flourish
2. Protect basic rights of safety, learning and respect
3. Set boundaries so children feel successful and achieve
4. Teach children to make appropriate and acceptable choices

Persistent unacceptable behaviour will not be tolerated. Bullying is treated very seriously. (Please see Appendix I)

Positive behaviour is reinforced through classroom strategies and reminders that follow a consistent approach across school. Every class has a visual display that supports and rewards positive behaviour choices as well as offering reminders to make better choices.

The stages for dealing with unacceptable behaviour are as follows:

- **Stage One:** In the first instance, adults will make polite reminders about changing the unacceptable behaviour.
- **Stage Two:** If the pupil continues to behave in the same way, the adult will give a final warning, advising that if they continue, they will lose time off playtime.
- **Stage Three:** They will need 'Time Out' to take a break and reflect. Depending on the behaviour or frequency this may be;
  - A. time out in a designated area of the classroom;
  - B. in another classroom
- **Stage Four:** persistently made unacceptable choices will require involvement from SLT and parents are informed.
- **Stage Five:** where behaviour does not change an IBP will be introduced to structure future positive choices.

At Parc Eglos we do not take "serious unacceptable behaviour" breaches lightly. We will not hesitate to act in the best interest of pupil and staff safety across the school.

The stages of sanctions for more serious violent behaviour/incidents are:

- **Stage One:** Brought to Headteacher who will liaise with parents or, if not available, write a letter home inviting parents into school to discuss how we can work together to improve the child's behaviour. No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the appropriate time out, the headteacher must be sent for. If unavailable, the phase leader or next most senior staff member available is called. A behaviour contract may be put in place to support good choices being made to change unacceptable behaviour.

- **Stage Two:** A Behaviour Support Plan is put in place that identifies behaviour triggers, positive support with sanctions being agreed and where necessary a crisis plan established.
- **Stage Three:** meetings are arranged between school and parents to monitor behaviour on a regular basis with a behaviour log kept of all significant events, positive and negative. Any concerns will be raised immediately through an extra meeting.
- **Stage Four:** If there is no improvement in behaviour after the support programme has been put in place (usually a six week programme) and a further incidents occur, internal exclusion will apply for up to a day at a time.
- **Stage Five:** in the event of repeated threatening violence or actual physical violence towards another child or adult then a fixed term exclusion will be considered for up to a day at a time.
- **Stage Six:** where all sanctions are repeatedly ignored, Parc Eglos reserves the right to permanently exclude a child

These stages will be regularly reviewed during staff meetings to discuss their effectiveness.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence.

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

*(See Appendix II for more information on excluding children for unacceptable behaviour)*

### **Challenging Behaviour**

At Parc Eglos we acknowledge that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour.

This may be especially true of children with, or being assessed for an EHCP. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential.

This can be achieved through the use of:

- Behaviour books
- Individual Behaviour charts
- Individual Behaviour Plans
- Behaviour Contracts

### **Positive Handling & Use of reasonable Force**

#### **Please also refer to the Physical Restraint Policy**

In extreme situations it is sometimes necessary to physically restrain a child in order to maintain the child's own safety or that of others. Where measures are taken to address unacceptable behaviours by physically restraining a child these will be appropriate, reasonable, proportionate and understood by all concerned.

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that:

- Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child.

- It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.
- If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Contain an angry child.
- Affirm or encourage an anxious child or a child with low self-esteem.

### **Use of reasonable force**

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that pupils remain safe.

### **Use of separate spaces**

In this school we may require a dysregulated pupil to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult.

In addition to this, we may request dysregulated pupils to attend a school in the MAT for 1-2 days for a transferred inclusion, they will be supported by a member of staff from XX School. Any situation that prevents a child from leaving a room of their own free will only be considered in the short term and very exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance ‘Behaviour and discipline in schools’ at all times.

### **SAFEGUARDING, SEXUAL VIOLENCE**

Child on Child Abuse – including Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour is addressed within Crofty’s Child on Child Abuse Policy. All schools follow this policy

At Parc Eglos there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be sanctioned in line with this policy and under guidance from <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

and the school Safeguarding policy.

*This policy is meant to help all members of staff have clarity when dealing with behaviour and aims to help maintain high standards of behaviour throughout school.*

## Appendix I

### Anti-Bullying

#### What is bullying?

At Parc Eglos we work hard to develop an anti-bullying culture. Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that at Parc Eglos we have a shared definition of bullying.

**Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

**A bully is someone who knowingly and persistently commits unkind acts (either verbal or physical) towards an individual or group.**

**A victim is the unwilling recipient of these unprovoked acts.**

Our policy is to teach children to deal with conflict in a positive way, and thereby build confident and capable leaders of tomorrow. We aim to help our children to identify bullying when it happens and to speak up to trusted adults about it after it occurs. We help children learn the tools necessary to combat bullying, including standing up for themselves, de-escalating situations, and seeking adult support. Themes weave through the curriculum alongside units of work in PHSRE, using the language of the Virtues, our own PARC virtues, anti-bullying week and associated workshops, and assemblies. We pledge to give support to victims of bullying and give guidance to those who bully. Our aim is to create a School in which children grow up happily, free to pursue their own interests but with consideration for others, and free from fear.

#### Baiting and bullying

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

**To 'bait' someone is to intentionally make a person angry by saying or doing things to annoy them.**

**Baiting is a provocative act used to solicit an angry, aggressive or emotional response from another individual**

#### Dealing with Bullying

It is important that children know they can talk to someone if they feel they are being bullied. By discussing bullying, children help to develop their own solutions to bullying and suggest ways of telling someone about it. They understand the need to confide in someone they trust. If a child approaches an adult about being bullied, the issue **must** be taken seriously and the child given the chance to discuss how they feel. After discussing the incident with all children involved, bullying will be recorded in a behaviour log, along with the action taken, and parents will be notified.

**Staff, children and their families can use the link below for a range of useful resources at the Anti-Bullying Alliance website.**

[Tools about the definition of bullying \(anti-bullyingalliance.org.uk\)](https://www.anti-bullyingalliance.org.uk)

## Appendix II

### School Exclusion

A child will be excluded from school only as a last resort and as a result of serious breaches of our behaviour policy or of the criminal law. A child will be excluded when allowing them to remain in school would be seriously detrimental to the education or welfare of the child themselves or anyone else in school.

Exclusion: In extreme cases XXX School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them.

#### Key principles:

- The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' 2017 will be followed.
- Only the headteacher can make the decision to exclude, this must be on disciplinary grounds.
- Due regard will be given to the Equalities Act and SEND code of practice.
- Informal exclusions (inc. going home to 'cool off') will never be used and all exclusions will be recorded formally.
- 'Transferred inclusion' will be considered before the decision to exclude is made (see transferred inclusion guidance).
- Arrangements for parents to be notified immediately will be made by the headteacher.
- The headteacher will contact the CEO on the same day to notify him of the decision made.
- The flow chart attached will be used by the headteacher, in conjunction with the Scheme of delegation, to ensure that the correct governors/ trustees are notified and timescales for review/ appeal are met.
- A report of any suspension or permanent exclusion is made to governors through the termly HT report.
- The headteacher should ensure that any suspension is followed by a reintegration meeting which will include completion of a risk assessment with the parents (and child where appropriate) and future planning to reduce the risk of further exclusions.
- Where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education.

#### Transferred Inclusion

- All the schools within Crofty Trust are committed to reducing exclusions from school where ever possible. In order to facilitate this schools work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents.
- Where a pupil's behaviour and conduct has been such that a suspension is considered by the headteacher, the alternative of a transferred inclusion will always be considered in the first instance.
- When a school is considering use of a transferred inclusion a risk assessment (along with other paperwork) will be completed in advance and shared with the receiving school to ensure that this is the most appropriate action and that appropriate care can be offered by the receiving school.



## **OFF ROLLING**

Ofsted's definition of 'off-rolling'

*"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. Off-rolling in these circumstances is a form of 'gaming'. There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house or a parent decides (without coercion from the school) to home educate their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows the proper processes, this is not off-rolling."*

The school's within Crofty Multi Academy Trust follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

### **Serious misbehaviours which may result in exclusion include:**

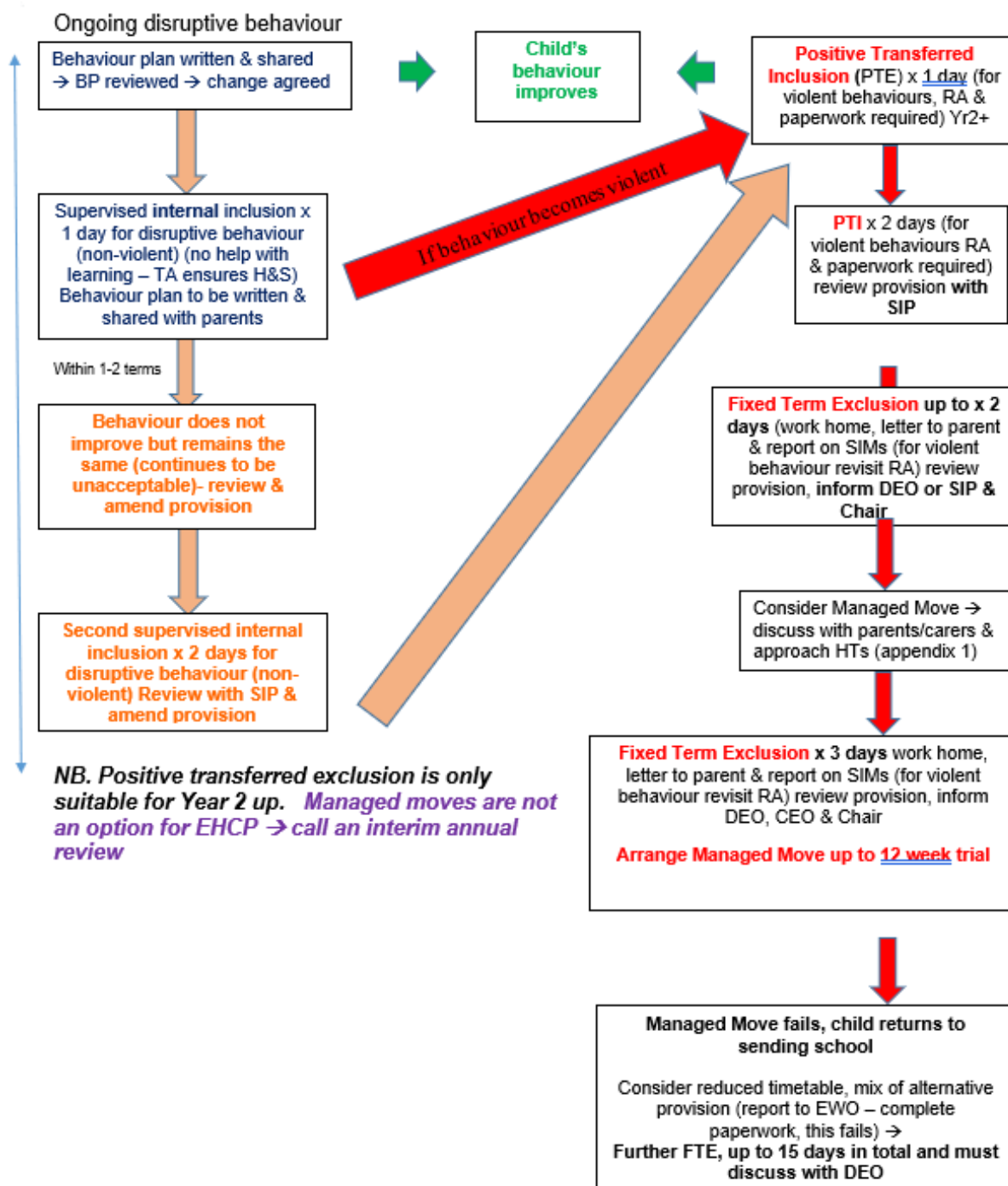
- Persistent refusal to carry out reasonable instructions issued by the school staff.
- Serious or persistent physical assault of children or staff.
- Persistent verbal abuse directed at children or school staff.
- Serious or persistent theft.
- Wilful possession or misuse of drugs or other illegal/dangerous substances.
- Serious sexual abuse.
- Serious or persistent racial abuse.
- Serious or persistent vandalism on the school site.

The police and / or other relevant bodies will be consulted when behaviour in any way contravenes any as set by statutory or civil authorities.

Other circumstances may arise when the Headteacher decides it would be appropriate to exclude a child. In all cases, the parents/carers of any excluded child will be fully informed of the reason(s) for exclusion.

## Exclusion Procedures

### CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2



# Exclusion Flow Chart

